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ABSTRACT

The benefits based management (BBM) approach to outdoor recreation programming is a technique focused on outcomes and benefits derived from participating in outdoor recreation activities. This approach can be used to establish the significance of college outdoor programs on campus. The four premises of BBM are the articulation of outcome-oriented goals that address significant issues and concerns; the design of outdoor programs to address the stated goals; the establishment of an evaluation procedure that allows documentation of goal achievement and benefits to the individual; and the establishment of a marketing effort that communicates the significance of the programs offered. The advantages of BBM are listed and key definitions presented, followed by a discussion of program development guidelines, the nature of performance objectives, and programming principles. Probably the most important step in BBM is the processing or debriefing after the recreation experience. Guidelines are presented that include processing approaches and sample questions. In order to determine the impact of the BBM approach, a comprehensive assessment of the BBM project should be undertaken. A pre- and post-survey administered to participants and a control group are recommended, plus ongoing evaluation of performance objectives. Formative evaluation should be carried out throughout the project, with a summative evaluation conducted at the end. Includes figures depicting the recreation demand hierarchy, an activity planning model, a program planning sheet, and an activity report. (TD)

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"BBM Approach to Outdoor Recreation Programming"

by Bob Brookover & Rick Harwell, Clemson University

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RC 021 398

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"BBM Approach to Outdoor Recreation Programming"

by Bob Brookover & Rick Harwell, Clemson University

Abstract

This article explains the process to implementing "Benefits Based Management" (BBM) approach to outdoor recreation programming. Each of the three phases are explained along with the steps to evaluation. In addition programming principles and processing are outlined. BBM is a techniques focused on "outcomes" and "benefits" derived from participating in outdoor recreation activities.

Introduction

In order to determine the significance of outdoor programs on campuses and what role it plays on campuses, which is considered important by administration, consider BBM. Other entities on campus have established their significance, what is the outdoor programs'?

BBM-Premise

The first premise of Benefits-Based Management of Recreation Services is the articulation of outcome oriented goals that address issues and concerns that are viewed as significant. The second premise of BBM is that outdoor recreation opportunities need to be structured to directly address the stated goals and we should not assume what we are presently doing is necessarily the best approach to program provision. Third, to establish a comprehensive monitoring and assessment procedure which allows us to document goal achievement and the ensuing benefits to the individual and beyond. Last, is the establishment of a comprehensive marketing effort that effectively communicates the significance of the programs and services offered by outdoor recreation service providers.

Recreation Demand Hierarchy

Below in Figure 1, you notice that participation in a white water rafting trip can lead to immediate beneficial experiences as well as benefits in later life. Again, recreation provides benefits now and in later life for all participants.

[Figure 1]

Advantages of BBM*

There are several advantages to implementing the BBM approach to recreation programming as outlined below:

BBM provides clear justification to officials for allocation of funds for outdoor recreation

BBM allows comparison of the benefits and costs of alternative uses of university funds

BBM allows documentation of long term benefits in terms understandable by university officials

Shifts management focus from means to results or outcomes of services

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Encourages programmers and supervisors to develop clear performance objectives that are measurable and identify clear outcomes of services.

Focus on results leads to more meaningful evaluation of services and staff performance

Facilitates more meaningful understanding of demand for outdoor recreation

Participants can communicate interests in recreation from the benefits they want to receive

Makes the participant a more informed consumer

Participant has better understanding of the potential benefits of various outdoor recreation opportunities; thus can make more informed decisions

Participants become more informed supporters

Enhance rationality for fee structure

Helps determine the extent of benefits to the participant and the university; thus assist in determining appropriate fee structure based upon individual vs university good

Facilitates marketing

Makes the outcomes of outdoor recreation participation very explicit in terms of benefits; these benefits can be clearly presented to participants in a positive message

Clarifies value of recreation beyond simple revenues generated

Identifies larger economic benefits to the university in terms of cost savings and individual productivity increases

Advances the recreation profession

Allows professionals to articulate the significance of our profession in terms that place us on a par with other human service professions

Provides clearer justification for our professional training and existence

*Adapted from Driver, B.L. (1994).

Program Principles

In order to implement BBM, several programming principles and definitions must be made clear. There are several key definitions that you may find useful in developing your understanding of the BBM approach. Each of the following must be followed during the implementation of BBM.

Accomplishment: consistently provide opportunities for success.

Encouragement: inspire hope and belief for achievement or success.

High Expectations: communicate belief in success.

Positive Time Use: encourage engagement in activities that provide for enjoyment, learning and growth.

Recognition: provide acknowledgment and reward for success and achievement.

Significant Relationships: provides opportunities for relations that exhibit mutual respect, interest, and reliability.

Support System: promote opportunities to socialize with peers and adults, who share attitudes and values, that provide an atmosphere of consistency and acceptance.

A Three-Phase BBM Program Planning Model

Phase I:	***Benefits and Opportunity Identification:*** Establish Outcome - Oriented Goals
Phase II:	**Implementing and Monitoring:** Restructure Opportunities Provided to Respond to Targeted Goals/Benefits (& not simply assume that all recreation is good)
Phase III:	**Evaluation and Documentation:** Establish a Comprehensive Evaluation System

[Figure 2]

Program Development Guidelines

Overall Guidelines for Program Development

Programs must focus on target issues and significant outcomes

Strategies for assessing outcomes must be established

Program structure must be unique to specific universities, participants and situations

Program structure and content must be developed to directly address proposed outcomes

Programs must be multi-faceted

Leaders must be trained in processing and use these skills

Evaluate, evaluate, evaluate

The overall success of any program is dependent on good activity development. An activity planning checklist is very helpful and program goals and objective should be closely followed when planning all activities.

What do you plan to do and why?
What are the target goals/objectives of the activity?
What program principles will be implemented?
How are activities structured to address target goals/objectives?

Leaders should consider the following factors to insure that goals and objectives are met:

People

Who should be involved in the planning of an the activity?
Who will conduct the activity?
Who will participate?
To whom are we accountable?

Activity

When will it be done?
Is it appropriate for the target participants?
Can participants achieve the stated target goals/objectives of the program through the activity?
Are you implementing program principles?
Can all participants experience success?
Is there opportunity for interaction?
Does the leader know the activity?

Setting

What facilities are needed?
Are they available?
Are they convenient for participants?
Will the surroundings facilitate reaching the target goals?
Are necessary supplies available?
Chances of success increase by anticipating failures. Leaders

should consider what factors may torpedo their programs and develop plans to overcome potential problems.

Understanding Performance Objectives**

Most program goals and objectives are written in terms of benefits or outcomes to be realized by the participant; as a result they are written as performance objectives. Since performance objectives refer to the actual behavior that is to be demonstrated by the participant, they must be stated in terms of what the participant is to know and what he or she is to demonstrate. Performance objectives are written in terms of the behavior that is to be demonstrated by the participant as a result of his or her involvement in a program or service. In addition, most objectives are specific statements that are measurable and have some dimension of time.

Common characteristics of program goals and performance objectives:

a. Specific - clear and concrete
b. Measurable - determine whether or not they were met
c. Pragmatic - attainable and reality based
d. Useful - worth the effort
e. Linked to needs - of the participants and organization

Additional characteristics of performance objectives:

a. Written only to identify and measure the behavioral changes displayed by the participant.
b. The behavior learned by the participant must be observable in order to be measured.

Four factors involved in writing performance objectives:

a. What must be known or done by the participant?
b. How is the participant to demonstrate a specific behavior?
c. What are the factors or conditions that might affect the participant's acquisition and demonstration of a specific behavior?
d. What is the minimum level of acceptable achievement for the participant's performance of a given behavior?

Four steps to and an example of writing performance objectives:

Step 1 - State the performance objective with a verb that defines the accepted behavior:
"The participant *will* demonstrate proficiency in ...."

Step 2 - State the *method* of performance which the participant can demonstrate:
" *paddling* in a straight line for twenty-five yards..."

Step 3 - State those factors which may affect the attainment or achievement of the objective:
"on *flat water* in a lake under calm conditions..."

Step 4 - Indicate in each performance objective how it is to be measured:
"covering the distance in *fifteen minutes or less.*"

An example:

"The participant will demonstrate proficiency in canoeing by paddling in a straight line for twenty-five yards on a lake under calm conditions in fifteen minutes or less."

** Material adapted from:
Leisure Programming: Concepts, Trends, and Professional Practice, by Edgington, C., Hanson C., & Edgington, S. (1989). Wm. C. Brown: Dubuque, IA.

Programming Principles

The following will be helpful, in implementing BBM in outdoor recreation programs:

- Build in opportunities for helpfulness to others.
- Provide opportunity to contribute to one's community/university.
- Provide opportunity to develop a close bond with at least one adult/other who gives needed attention and support.
- Encourage group support and involvement.
- Provide opportunity to feel competent.
- Build in high but attainable expectations; not high standards.
- Teach anger management.
- Include initiative and cooperative (non-competitive) types of activities.
- Provide consistent opportunity for successfully accomplishing tasks.
- Provide opportunity to practice communication skills.
- Provide opportunities to develop skills relevant now and in the future.
- Create opportunities for problem solving
- Provide opportunities for group decision making.
- Allow participants to create experiences.
- Provide encouragement.
- Provide for a high degree of participant involvement and responsibility.
- Create opportunities to deal with setbacks.
- Create opportunities for social networking
- Provide opportunity to belong.
- Provide opportunities to socialize with peers and adults.
- Need to provide personal invitation to become involved.
- Provide unconditional support.
- Integrate groups.
- Laugh with them.
- Take them seriously, be available and understanding.
- Be caring, have respect for them as persons, listen without being intrusive.
- Provide consistent opportunity for recognition.
- Model good behavior.
- Teach healthy lifestyles.
- Be firm, fair, and fun.
- Provide positive adherence to rules.
- Discipline without criticism; must show constant care and concern.
- Set consequences for misbehavior.

BBM Program Planning Forms

The following three forms will aid you in documenting your target issues and

goals, along with your daily performance objectives and procedures.

[Forms 1-3]

Processing

Probably the most important step in BBM, is the processing or de-briefing using and after the recreation experience. The following guidelines may assist you in processing.

- Activities should be used to encourage individuals to reflect, describe, analyze and communicate what they have recently experienced.
- Recreation programs provide valuable experiences rich in situations, feelings, and behavioral pattern that parallel real life.
- Processing allows us the avenue to transfer these experiences back to the individual's home, work or school setting.
- It may take place any time but normally at the end of a program or activity.
- It may be formal or informal.
- The recreation leader serves as the facilitator and/or discussion leader.

Processing Approaches:

1. Teachable moments
2. Dyad
3. Small groups
4. Journal

Key:

Be a good listener.
Be non-judgmental.

The Right Words

Asking the right questions is often the key to good processing. Listed below are some questions that may help you in becoming more comfortable with processing.

1. How did you feel when you had to trust someone else to keep you safe?
2. How do you decide who you will trust?
3. What did it feel like to cooperate with other members of your group?
4. How did you (your group) make decisions?
5. How well did you do?
6. What did you say to yourself?
7. In what ways did you criticize or support yourself?
8. What type of feedback did you receive or give to others?
9. In what ways do you differ from other group members?
10. What was your greatest success today?
11. How can you use something you learned today in other situations?
12. What did you learn about yourself during this activity that you want to work on in the future?

Evaluation & Documentation of BBM

In order to determine the impact of the Benefits Based Management (BBM)

approach, a comprehensive assessment of the BBM Project should be undertaken. This assessment should take the form of a pre and post survey administered to all participants in the study, plus administering a pre and post test to a matched control group for comparative purposes. In addition, on-going evaluation will be conducted to evaluate performance objectives. Two types of evaluation will be utilized in the monitoring and assessment process: formative and summative.

Evaluation Techniques

A. Formative assessment and evaluation is carried on throughout a program or project.
B. Summative evaluation is usually conducted at the end of a project or program.

Monitoring (Formative Evaluation)

- Ongoing assessment of the recreation program.
- Want to assess performance objectives.
- Were they successfully completed?
- Were there any significant circumstances that should be continued or changed?
- Need to formally record what happened.

Methods of Conducting Summative Evaluation:

To evaluate the BBM program and its impact on participants in the program, a strategy should be designed to adequately measure BBM's impact. This includes data collection through a survey instrument, establishing a control group, and further data collection from other sources. Each step will be reviewed in detailed in the following sections.

Selecting a Demonstration Sample

A. All participants in the BBM program should be assessed.
B. Each participant will receive a survey instrument at the beginning and end of the program.

Establishing a Control Group

A. For comparison purposes, a control group should be established.
B. This control group should be matched to the BBM group in regards to age, gender, ethnicity, place of residence, economic factors, etc... .
C. If possible, the control group members should be identical to those participating in the BBM program.
D. Each member of the control group will not be able to participate in the BBM program; however, they will receive the same pre and post test as those participating in the study.

Description of the Instrument

A. In order to assess BBM's impact on youth, the survey instruments must collect date on the Target Goals and Target Issues if possible.
B. Use existing instruments whenever possible.
C. If you need to develop a new instrument, you should work with an individual knowledgeable in instrument construction and testing.

Scheduling

A. Standardized procedures must be established so that the administration of the survey instruments is consistent for the BBM group and the

control group.

B. The surveys should be administered during the first encounter with the BBM group.
C. The survey should be designed so that those with reading difficulties would be able to complete the instrument.
D. If someone in the group cannot read or understand the instructions or any of the questions, please assist them in the process.
E. Remember to have pens or pencils on hand for the participants.
F. Track pre and post individual instruments.

Control Group

A. Once the pre-test is completed by the BBM group, the control group should complete the instruments.
B. Follow the same procedures for the control group as for the demonstration group.

Other Sources of Data

A. As part of the monitoring and evaluation phase, other sources of data should be considered.
B. In addition to the actual participants in the project, parents, professors, advisors and others should be consulted.
C. Items such as grades, attendance, truancy, discipline, etc... , may also be looked at for each of the participants in the project. This data can be collected through university records.
D. Another possible source of data, would be crime and violence statistics from the university police department.
E. Last, if you notice other benefits occurring or positive behavioral changes, make note of these as "untargeted benefits."

Trouble Shooting

A. Problems may arise from time to time in implementing the evaluation and documentation phase of the program.
B. If an individual stops attending the programs, this should be documented and if someone joins the project after the start date, this should be noted.
C. Those who join late will need to complete the pre test on their first day in the program.

Summary

In summary, this phase of the BBM project is probably the most critical, due to the fact that evaluation is the key to assessing the impact of this approach to recreation programming as compared to the traditional approach. Through the collection of pre and post data on each participant, utilizing teachers and parents and possibly the police department, and focus groups, you should have a good understanding about the impact of the BBM approach.

[Figure 1]

Illustration of the Recreation Demand Hierarchy

Recreation Activity	Setting	Beneficial Experiences	Later Benefits
White-Water Rafting	Colorado River	Enjoying physical activity	Better physical fitness or maintain physical fitness
		Having a sense of achievement	Higher achievement in school/life
		Rest mentally & physically	Less discipline problems at home and in school/community
		Learn something about others	Less conflict with others
		Enjoying social interaction with friends	Develop new group of friends
		Feeling closer to an adult figure/leader	Establishes role model for future goals

Adapted from Driver, et. al. (1994); Bruns, D. & Allen, L. (1995)

[Figure 2]

BBM Activity Planning Model

Program Principles

TARGET ISSUE(S)

The major issue or problem being addressed over the length of the program.

TARGET GOALS:

Identification of the factors that will be developed through the series of activities provided over the length of the program.

ACTIVITY COMPONENTS

Performance Objectives:

Performance objectives that identify the specific observable outcomes for that day's activities.

Daily Activities and Procedures:

Identification of all specific activities for the day and the procedures used to provide these activities and to achieve the target objectives and goals.

Processing of Activities:

Provide the participants an opportunity to reflect on the day's activities. May discuss participant's perceptions of the achievement of target objectives and goals.

Monitoring:

Identification of the achievement of activity objectives and comments relating to the implementation of the activities. Do changes need to be made before the next activity session?

EVALUATION & DOCUMENTATION

Evaluate Target Issue(s)

Evaluate Target Goals

Evaluate Outcomes

BBM Program Planning Sheet

Program: _____

Target Issue: _____

Time Table: _____

Program Synopsis: _____

_____

Facility Needs: _____

Supplies: _____

Target Goals (Protective Factors to be Addressed, *= Primary, +=Secondary)

_____ Self efficacy _____
_____ Goals orientation _____
_____ Personal responsibility _____
_____ Optimism _____
_____ Internal expectations _____
_____ Coping ability _____
_____ Other _____

Partnering Agencies (Contact Person)

_____ School
_____ Law enforcement
_____ Church
_____ Social services
_____ Other

Activity Report

Program Title: **Activity Title:**

Date	Daily Performance Objective(s)	Daily Procedures	Methods Used to Measure Objectives	Monitoring and Evaluation
Comments				

Activity Report

Program Title: **Activity Title:**

Date	Daily Performance Objective(s)	Daily Procedures	Methods Used to Measure Objectives	Monitoring and Evaluation
June 20 7:00 - 7:45 pm	75% of the participants will be able to identify two rules/ guide-lines for safe outdoor recreation.	Slide presentation on outdoor recreation, featuring various camp set-ups and places. Questions will be asked groups of four as to what they see, hear, smell, and taste in camping, when given various projects or items.	Each group will have to identify "rules" of the wilderness based on the presentation: (i.e., don't panic when lost, everyone helps to collect wood, stay with a buddy, what you carry in you carry out . . .).	❖ Each group was able to identify at least one safe rule/ guideline characteristic of the wilderness. ❖ Discussion was maintained about how these rules are applied to neighborhood life.
7:45 - 8:30 pm	50% of participants will be able to correctly tie a square knot and half-hitch knot within a period of three minutes.	Remaining in groups of 4, a rope will be given to each individual who will practice for 15 minutes on the square knot and half-hitch.	We had a little contest of those who were able to tie a knot in three minutes.	❖ Most everyone was able to tie at least one knot, but very few could tie both knots. ❖ Partners cooperated in tying knots.
8:30 - 10:00 pm	65% of the participants will be able to demonstrate correctly the proper techniques for tent set-up.	65% of the participants will be able to correctly demonstrate the proper techniques for putting up a tent.	The six groups of four were given a 30 minute instruction on tents. Different tents were distributed to the groups for set-up.	We had a contest to see who could put up their tent and get inside it within 25 minutes.

Comments: This being the first session, everything was new so no one talked or offered many impressions. A few guys came later after being asked to join the entire group. We had the feeling that this project might end, but the slide show seemed to peak some interest. By the time we had "rope" contests, we knew they would return for more. There was a good feeling by some that they could learn how to tie a knot. Putting up tents was a very helpful activity. Community residents gathered together to watch, and a particular highlight was when the guys went into the tents and remained inside talking. Problem solving seems to establish a good rapport among one another. Group leaders become obvious by the questions they ask and the interest they have in participating.

[Form 3]